

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Internship program is a program for the students to practice teaching learning process. Internship program is divided into three parts, as follows internship I (school observation), internship II (instructional components design), and internship III (teaching supervised). Internship program is conducted in the second and sixth semester and the student distributed in the different school.

In internship III (teaching supervised) the trainee usually used some of teaching techniques. They used some of teaching technique to interest and motivate the student to learn. Every English trainee should have an ability to understand the teaching method the classroom technique in order to deliver the teaching material so that the lesson planning can be achieved well. There are many teaching methods in Indonesia to improve students' English skill. In the 19th century, there was Grammar Translation Method (GTM) that emphasize the teaching learning process on the grammar, vocabularies, and reading comprehension activity. In the 1930 and 1940s, there was Audiolingual Method (ALM) that emphasize the teaching learning on the dialogues, drills, and pattern practice form. Every teaching methods has its own teaching techniques.

The researcher is interested in the topic, because this program is done outside Java. Researchers assume that, when the trainee are doing the teaching learning activities faced some challenges, such as cultural differences, lifestyles and regional language differences. The researcher want to know about the English teaching technique used by the trainee. There have been some researches which is investigated internship program and the implementation of English teaching method and technique in certain place and time.

From the phenomena above, the researcher was interested in analyzing teaching technique in teaching internship program. The researcher conduct a research entitled An Analysis of English Teaching Techniques Used by The Sixth Semester Student of English Education Department of Muhammadiyah University of Surakarta in Internship Program.

#### B. Problem Statements

Based on the statements mentioned in the background of the study above, the researcher formulated three problems.

1. What is the English teaching techniques used by the sixth semester students in internship program?
2. What is the problem faced by the sixth semester students when implementing the English teaching techniques?
3. How do the sixth semester students solve the problem?

#### C. Objectives of the Study

In this research, the researcher has three objectives. It is to:

1. Classify the English teaching techniques used by the sixth semester students in internship program.
2. Know the problem faced by the sixth semester students when implementing the English teaching techniques.
3. Describe the sixth semester students' problem solving.

#### D. Benefits of the Study

The benefit of the study is divided into two parts, there are theoretical benefit and practical benefit.

##### 1. Theoretical Benefit

This research can be used as a reference for next research.

## 2. Practical Benefit

### a. For student

The researcher hopes the result of this research can give knowledge about English teaching techniques.

### b. For lecturer

The researcher wishes the result of this research can be a reference of transferring knowledge to their students especially about English teaching techniques.

### c. For other researcher

The researcher expects the result of this research can be meaningful for them especially topic about English teaching techniques.

## E. Scope of the Study

This research was conducted to determine the English teaching techniques used by the sixth semester students in internship program, the problem faced by the sixth semester students and the sixth semester students' problem solving. Therefore, the researcher limits in this research in sixth semester students of English Education Department of Universitas Muhammadiyah Surakarta in academic year 2017.

## F. Research Paper Organization

The researcher conducts into five chapters, as follows:

1. Chapter I is introduction. In this chapter, consist of background of the study, problem statements, objectives of the study, benefits of the study, scope of the study and research paper organization.
2. Chapter II is underlying theory. It involves some theories that are useful for conducting the analysis of the data and the previous study that had been conducted by other researcher.
3. Chapter III is research method. In this part of research paper, the researcher will describe the type of the research, subject of the research,

object of the research, data and data source, technique of collecting data, technique for analyzing data, and validity of data.

4. Chapter IV is research finding and discussion. This chapter discusses the research findings and discussion of the findings.
5. Chapter V is conclusion and suggestion. Conclusion deals with the answer of the problem statements. This chapter also proposes some suggestions to trainees.